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CURRENT PRACTICES IN EXTRACURRICULAR ACTIVITIES  
IN ALBERTA CENTRALIZED SCHOOLS

A THESIS SUBMITTED TO  
THE COMMITTEE ON GRADUATE STUDIES  
IN PARTIAL FULFILMENT OF THE DEGREE OF  
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FACULTY OF EDUCATION

BY  
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## ABSTRACT

The purpose of this study was to gather facts and opinions from which a picture of existing practices in the field of extracurricular activities in centralized high schools of Alberta might be drawn. It was hoped that the study would help in some measure to clarify the problem of extracurricular activities for conveyed students, and to indicate recommendations for the improvement of extracurricular activities in centralized schools.

A questionnaire was sent to ninety principals throughout the province. It sought information on (1) the nature and organization of extracurricular activities carried on; (2) the adequacy of physical facilities; (3) the time problem in scheduling; (4) transportation problems of conveyed students; and (5) opinions of principals regarding factors which might contribute to the improvement of extracurricular activities in centralized schools.

A review of the related literature and the findings from 93.3 per cent returns of the questionnaire formed the basis of this study. The findings from the questionnaire revealed that 57.2 per cent of the senior high school students in attendance at the eighty schools investigated are conveyed. These boys and girls are underprivileged in the area of recreation and social development.



The rapid centralization of rural schools in recent years has caused a marked unbalance between the concentration of pupils in a school and the physical facilities to accommodate them. While the physical facilities in some schools are more than satisfactory, those of many schools are quite inadequate. Many playgrounds are too small and in poor condition; a considerable number of gymnasium floor areas do not meet the recommended standards; and, there is a noticeable lack of additional indoor space for school activities.

The findings reveal that extracurricular programs need re-adjustment and balancing with respect to athletic and non-athletic activities; activities for boys and activities for girls; intra-mural and interschool sports; and scheduling for hours convenient for conveyed students as well as for town residents.

Interest, ability, and special training are highly desirable qualifications of teacher-sponsors. Many teachers contribute unstintingly of their time to extracurricular work. The literature indicates that these teachers should be encouraged by assistance and concessions such as lighter teaching loads.

The findings from the questionnaires show that the common practice is for teachers and students to work together



in sponsoring extracurricular activities. The related literature definitely supports this as the best arrangement, and disapproves of assistance by non-teachers.

Schools find difficulties in raising funds for their extracurricular activities and the opinion is often expressed that school boards should subsidize these activities more generously. It should be pointed out that the contributions of school boards are often not easily recognized. They are in the form of buildings, playgrounds, equipment, light, heat, and teacher and janitorial services.

In the light of these findings and conclusions, the following recommendations are suggested:

1. Extracurricular activities should be carefully planned and organized as comprehensive and well-balanced programs, giving special attention to the problem of conveyed students. Effective policies for controlling over-participation in extracurricular activities should also have features which function to encourage participation of conveyed students. Furthermore, planning should be extended to the school division level for inter-school activities as a practical expedient in providing for the needs of conveyed students.
2. Extracurricular activities should be scheduled during school hours as far as possible, so that conveyed







students may participate more easily.

3. Methods of providing school time for extracurricular activities should be devised.
4. Periodic evaluation and possible re-adjustment of practices in extracurricular activities is essential.
5. School boards should give careful consideration to providing sufficient funds as well as adequate playgrounds and indoor facilities for school activities. Adequate facilities and funds are indispensable. School boards can give direct money grants to help defray transportation costs.
6. Parents should be well-informed of the value of extracurricular activities and of the special problems of conveyed students. Parents should be willing to contribute to the school's efforts and to help conveyed students directly by driving them to school activities when that is necessary.



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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

Education in Alberta is based on the general philosophy of "education of the whole child" and "education for everyone". Since educators generally recognize and accept that extracurricular activities are productive of educational values which are in harmony with this philosophy, it follows that effective administration of extracurricular programs is an important responsibility of modern schools. Further, it follows that the benefits to be gained from such programs should be made available to all students.

#### I. THE PROBLEM

Statement of the problem. In recent years the rapid growth of centralization of rural schools in Alberta has created a group of students who are particularly underprivileged in this respect. When students are conveyed to school, it becomes very difficult to provide adequate time for their participation in extracurricular activities. This problem assumes even greater proportions at the senior high school level where conscientious teachers emphasize academic objectives and tend to minimize or entirely disregard the importance of emotional and social needs of individual students.



In addition to the problem of inadequate time, there is the question of unsuitable physical facilities. In their pre-occupation with the immediate problems of centralization, Divisional School Boards have often postponed consideration, or failed to take proper cognizance of the need for these facilities. Inadequate playgrounds, lack of indoor play space, shortage of equipment, lack of trained teacher-sponsors, and insufficient funds are problems that hinder proper development of acceptable extracurricular programs.

Importance of the study. In view of these problems peculiar to centralized schools in Alberta, a consideration of extracurricular activities is of timely importance. In Alberta there has been a relatively limited amount of research done in the area of the extracurricular. To the best of the writer's knowledge, there have been only two studies that recognize the problems of schools where part of the pupils are conveyed. The findings of both are a valuable and timely contribution. One considers a particular topic, that of noon-hour supervision.<sup>1</sup> The second is a study of extracurricular activities in five schools which are in close

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<sup>1</sup>Metro W. Rudiak, "Noon-hour Supervision in Alberta Schools in Which Part of the Pupils Are Conveyed" (unpublished M. Ed. thesis, University of Alberta, 1957).







proximity to one another.<sup>2</sup> The need for further research is aptly expressed by a master teacher, one of the principals who responded to the writer's questionnaire:

I am quite interested in what you are apparently doing. There is probably no other area of school activities which has had less study, or, in practice, less attention. Extracurricular activities seem to grow on the whims and fancies of teachers or students and in most cases are ill conceived, ill organized and poorly executed. There are, of course, many schools and many teachers who have well-defined objectives and policies, and therefore, effective programming in extracurricular activities; but as a major field in modern education, I feel that its general condition is at least bewildering. Some research should do much to clear up the existing conditions and possibly suggest the desirable and useful.<sup>3</sup>

Purpose of the study. The purpose of this study is to gather facts and opinions from which a picture of existing practices in the field of extracurricular activities in centralized high schools of Alberta may be drawn. Observations and suggestions of the principals of these schools should prove to be of practical and educational value. The writer hopes that this study will help in some measure to clarify the problem of extracurricular activities for conveyed students, and to indicate recommendations for the improvement

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<sup>2</sup>J.W. Chalmers and R.E. Rees, "A Co-operative Study of High School Extra-Curricular Activities," The Alberta Journal of Educational Research, IV (June, 1958).

<sup>3</sup>Permission to quote secured.



of extracurricular programs in centralized schools.

Scope and limitations. The population selected for this study consisted of ninety Alberta village and town schools in which about twenty per cent or more of the pupils are conveyed, and in which three or more high school teachers are engaged. The study was delimited to grades ten, eleven, and twelve.

## II. DEFINITIONS OF TERMS USED

Extracurricular activities. Extracurricular activities are those student-initiated and student-organized events and undertakings which are planned for recreational purposes, and which carry educational value. These activities are subject to some measure of control and direction by the administration of the school.<sup>4</sup>

Sport activities. Sport activities as used in this study refers to outdoor or indoor competitive games in which the participants are divided into teams. Some examples of such games are softball, basketball, curling, badminton, and ping pong.

A sponsor. A sponsor is a person, usually a teacher,

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<sup>4</sup>Walter S. Monroe (ed.), Encyclopedia of Educational Research (New York: The MacMillan Company, 1952), p. 424.



who undertakes the responsibility of directing and supervising a student activity.

Equipment. Equipment includes all apparatus and items required to carry on a given activity.

Supervision. Supervision refers to the activity of the sponsor who, while he gives unobtrusive direction, also strives for the attainment of educational goals.

Conveyed students. Conveyed students are those who are transported to school daily by school buses.





## CHAPTER II

### BACKGROUND TO THE PROBLEM

This chapter presents a review of educational literature related to the subject of extracurricular activities in the high school. There seems to be a dearth of literature bearing directly on the problem in Alberta schools. This is particularly true of extracurricular activities for conveyed students. It was felt, therefore, that a background of general information on extracurricular activities would be useful to serve as a setting for this study. This information is organized under nine headings in the following order: growth of interest in extracurricular activities, importance of extracurricular activities, participation, administration, scheduling, facilities, sponsorship, controlling, and financing.

#### I. GROWTH OF INTEREST IN EXTRACURRICULAR ACTIVITIES

The story of extracurricular activities in the high school is not a new one. Although no definite chronological dates can be set, the history of the origin and development of these activities divides itself roughly into three periods:<sup>1</sup>

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<sup>1</sup>H.C. McKown, Extracurricular Activities (New York: The Macmillan Company, 1952), pp. 2-3.





(1) the early period, when extracurricular activities were completely ignored by teachers who were concerned mainly with academic subjects, and to whom the social and physical development of pupils were matters of little consequence; (2) the intermediate period, when teachers and school authorities showed active opposition to student out-of-class activities; and (3) the period since 1920 to the present, when educators have been trying to capitalize on extracurricular activities and their inherent possibilities for education.

This latter-time interest of educationists in the worth of extracurricular activities is mentioned by McKown when he calls attention to

the books, magazines, articles, addresses, conferences, college courses, and even casual conversations that have been published, held, or given during the past two decades or so . . . for example, between 1925 and 1940 about forty books were published in this field, and two magazines covering the general field made their appearance, School Activities in 1929 and Student Life in 1934.<sup>2</sup>

With reference to the local scene, there is evidence of a definite interest among Alberta teachers in the extracurricular. At least three pieces of research work in the field of extracurricular activities have been done at the University of Alberta by graduate students, namely, J.F.

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<sup>2</sup>Ibid., pp. 3-4.



Watkin,<sup>3</sup> E.C. Britton,<sup>4</sup> and M.W. Rudiak.<sup>5</sup> Then there is a study<sup>6</sup> conducted by J.W. Chalmers, Director of School Administration, Department of Education, and R.E. Rees, High School Inspector, in 1955. In addition, three other graduate students, John E. Hutton,<sup>7</sup> Newman Kelland,<sup>8</sup> and Arthur Kratzman,<sup>9</sup> are currently working on studies dealing with extracurricular activities or certain aspects of them.

The writer of the present study believes that there has been a marked change in educational philosophy in American and Canadian schools during the last thirty years. Now, the viewpoint is that the "whole" child comes to school

<sup>3</sup>J.F. Watkin, "Extracurricular Activities in Alberta High Schools" (unpublished M.A. thesis, University of Alberta, 1938).

<sup>4</sup>E.C. Britton, "A Study of the Organized Community Life of Junior High School Students" (unpublished M.A. thesis, University of Alberta, 1946).

<sup>5</sup>M.W. Rudiak, "Noon-hour Supervision in Alberta Schools in Which Part of the Pupils Are Conveyed" (unpublished M.Ed. thesis, University of Alberta, 1957).

<sup>6</sup>J.W. Chalmers and R.E. Rees, "A Co-operative Study of High School Extra-Curricular Activities," The Alberta Journal of Educational Research, IV (June, 1958).

<sup>7</sup>John E. Hutton, "A Study of Extra-Curricular Activities in St. Joseph's High School, Edmonton, Alberta," (a study currently under way).

<sup>8</sup>Newman Kelland, "Prestige Value of Certain Aspects of the Educational Program in Alberta Composite High Schools" (a study currently under way).

<sup>9</sup>Arthur Kratzman, "Extra-Curricular Programs of the Composite High Schools of Alberta" (a study currently under way).



and that "all of him" must be educated. Attention must be given to his physical, emotional, moral, and social development, as well as to his intellectual growth.<sup>10</sup> This viewpoint is amply revealed in current educational literature. McKown states, for example:

The theme of the new education is all-roundness . . . The child comes into the school mentally, physically, socially, spiritually, and vocationally. This newer education recognizes that in all of these phases the child is educable, and further, that he must be educated in all of them if he is to be a complete, well-rounded individual.<sup>11</sup>

Further evidence of this viewpoint is given by Thompson when she says:

The strictly academic curriculum fails in fundamental ways to satisfy the needs of youth. A broader philosophy of education accepts responsibility for the total development of young people, helping them to greater extent in finding themselves in relationship to the world around them. School activities satisfy the need of youth to identify their personal interests with group interests and to know the sense of security which comes from belonging to a group.<sup>12</sup>

Concurrence with this "new education", as McKown calls it, is indicated in the following statements of the Department of Education of Alberta:

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<sup>10</sup>C.R. Foster, Extra-Curricular Activities in the High School (Richmond, Virginia: Johnson Publishing Company, 1925), Chapter I.

<sup>11</sup>McKown, op. cit., p. 8.

<sup>12</sup>Nellie Zetta Thompson, Your School Clubs (New York: E.P. Dutton and Co. Inc., 1953).





In the area of personal growth, the school has long neglected the field of moral and emotional maturity in favor of the more tangible area of intellectual achievement. Likewise in the social field, our schools have emphasized the advance of technological science rather than the pressing problems involving human relationships.

Personality is one of the most subjective phases of human development and possibly one of the most neglected by educators.<sup>13</sup>

The prime aim of the school is to assist each Alberta youth in his growth towards maximum self-realization. The following definite goals are included under this heading:

1. Health and physical fitness
2. Mental health
3. The development of suitable recreational and leisure time activities
4. The development of character manifested in sound habits of behavior in social relationships.

The program of extra-curricular activities in any school can make worthwhile contributions toward the attainment of the above objectives. Section 13 (b) of the Revised General Regulations of the Department of Education reads as follows:

"The teacher, or, in the case of multiple-room school, the principal and staff shall be responsible for the organization of suitable extra-curricular activities and for the direction and supervision of the classroom and playground activities of the pupils."<sup>14</sup>

## II. IMPORTANCE OF EXTRACURRICULAR ACTIVITIES

Current educational literature indicates a general

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<sup>13</sup>Alberta Department of Education, Foundations of Education (Edmonton, Alberta: A. Schnitka, King's Printer, 1949), pp. 7, 31.

<sup>14</sup>Alberta Department of Education, "The General Objectives of Secondary Education," Senior High School Handbook, 1958-59, pp. 5, 6.





agreement that extracurricular activities are an important factor in high school education. The last quarter century marks a period of acceptance. Educators are now recognizing extracurricular activities, and are beginning to foster them as an integral part of the school program.<sup>15</sup> Anna May Jones sums up the present-day attitude thus:

The school wants to serve the social needs of young people. More school doors are open after three o'clock and more school windows are lighted for clubs, athletics, community services, and parent education.<sup>16</sup>

Education for democracy is concerned with civic, social, and moral values, as well as academic knowledge. Several writers conclude that extracurricular activities have a high potential value in this regard. Henry P. Smith<sup>17</sup> presents the findings of a careful experiment which show a high correlation between participation in extracurricular activities and social adjustment among pupils. C.R. Foster<sup>18</sup>

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<sup>15</sup>Paul B. Jacobson, W.C. Reavis, and James D. Logsdon, The Effective School Principal (New York: Prentice-Hall, Inc., 1955), p. 302.

<sup>16</sup>Anna May Jones, Leisure Time Education (New York: Harper and Brothers, 1946), p. 128.

<sup>17</sup>Henry P. Smith, "The Relationship Between Scores on the Bell Adjustment Inventory and Participation in Extra-Curricular Activities," Journal of Educational Psychology, XXXVIII, January 1947, pp. 11-16.

<sup>18</sup>C.R. Foster, Extra-Curricular Activities in the High School (Richmond, Virginia: Johnson Publishing Company, 1925), p. 9.



states that moral training cannot be inculcated by giving children a set of maxims. The best moral training is experience in group living, and it is for this reason that extra-curricular activities in school are a fundamental necessity. Prudence Bostwick emphasizes the need for wholesome activities in the following:

Another need for youth is to grow toward emotional maturity . . . there must be provision made for many wholesome activities in which boys and girls work and play together. Dramatics, forums, panels, dances, concerts, excursions to neighboring towns and to the countryside, picnics, and parties are essential. Through such informal and consuming activities boys and girls have opportunities to meet, to come to know each other well, and to build relationships with one another that are based upon individual and group values which are interrelated and interpreted.<sup>19</sup>

Opinions and convictions like the above lead to one conclusion: "The administration of extracurricular activities is a major undertaking for those who direct modern schools."<sup>20</sup>

### III. PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

There is some evidence in educational literature that extracurricular activities are accepted more in theory than in actual practice. The related literature indicates that some schools in the United States have elaborate, carefully

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<sup>19</sup>Prudence Bostwick, A Functional High School Program (Danville, Illinois: The Interstate Printers and Publishers).

<sup>20</sup>K.V. Lottick, "The Evaluation of Ethical Discrimination," Social Studies, 39:57-60, February, 1948.



designed programs. On the other hand, the more conventional schools offer meagre and quite incidental programs. Some writers feel that this range of variations is due to the differences in the attitudes as well as abilities of principals and teachers.<sup>21</sup>

Surveys show that wherever extracurricular activities are carried on, they vary in type considerably. The most commonly reported are athletics, clubs of various kinds, school publications, music and dramatics groups, home rooms, and student government organizations.<sup>22</sup>

Incomplete student participation in extracurricular activities is often indicated. Lack of motivation, and lack of attractive programs are obvious reasons for poor participation. Two other factors commonly reported are that students lack the time, and that activities are often scheduled for inconvenient hours.<sup>23</sup> Sometimes full participation is rendered impossible by the nature of the activity, or by the character of its organization. For example, interscholastic activities are frequently criticized because student parti-

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<sup>21</sup>Walter S. Monroe (ed.), "Extracurricular Activities," Encyclopedia of Educational Research (New York: The Macmillan Company, 1952), p. 424.

<sup>22</sup>Ibid.

<sup>23</sup>Ibid., p. 425.





cipation is often limited to the favored few.<sup>24</sup>

#### IV. ADMINISTRATION OF EXTRACURRICULAR ACTIVITIES

One author<sup>25</sup> suggests that if extracurricular activities are to be meaningful learning experiences in the lives of pupils, careful organization and administration must be the keynote. Too often, extracurricular activities have been purposeless, and "just for fun". The same warning note is sounded in this statement:

The general conclusion is that the philosophy underlying the values to be derived from extracurricular activities is poorly defined, and that the practice of administering these activities is haphazard.<sup>26</sup>

Foster is quite emphatic also when he says, "Extracurricular activities must be as definitely planned as any other administrative or instructional facility for educational objectives."<sup>27</sup> Fretwell recognizes the same administrative weakness in sport activities. He says:

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<sup>24</sup>National Society for the Study of Education, "Extracurricular Activities," The Twenty-fifth Yearbook, Part II, 1926. (Bloomington, Illinois: Public School Publishing Company), p. 95.

<sup>25</sup>Janet A. Kelly, Guidance and Curriculum (Englewood Cliffs: Prentice-Hall, Inc., 1955), p. 210.

<sup>26</sup>National Society for the Study of Education, op. cit., p. 96.

<sup>27</sup>C.R. Foster, op. cit., p. 8.





Perfunctory administration of intramural programs is a drawback. To get full participation in supervised sports there is need for a comprehensive, well-administered plan supported by capable teachers and reasonable facilities.<sup>28</sup>

Authorities generally agree that there is an ever-present need for planning and organizing, re-assessing and re-organizing for successful extracurricular programs. Miller, Moyer, and Patrick speak for all when they say the following:

Whether the cocurricular program in the high school is already established or is yet to be introduced into the school's total program, the need for adequate and continuous planning remains the same. A program of student activities already operating satisfactorily cannot be expected to maintain its status quo unless decision making is based upon continued intelligent planning. Cocurricular programs hastily introduced, without careful analysis of the local problems involved have no possible chance for succeeding. The statement often quoted--the success of any undertaking is in direct relation to the thought and planning preceding the action--is just as pertinent to the success of the cocurricular program as to any other activity over which the school has jurisdiction or for which it is responsible.<sup>29</sup>

## V. SCHEDULING EXTRACURRICULAR ACTIVITIES

The related literature reveals a definite trend to

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<sup>28</sup>Elbert K. Fretwell, Extracurricular Activities in Secondary Schools (New York: Houghton Mifflin Company, 1931), Chapter XVI.

<sup>29</sup>Franklin A. Miller, James H. Moyer, Robert B. Patrick, Planning Student Activities (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1956), p. 82.



schedule extracurricular activities during regular school time. So many authorities feel that a fixed period on the time table is best for the students and for the teachers. Miller, Moyer, and Patrick say that such procedure is sound both educationally and administratively.<sup>30</sup> Scheduling during school hours also best meets the needs of conveyed students. Spears says:

The rural school which must load its pupils into busses at the close of the class day need not deny them an enriched program. An appreciation of the factor that the present extracurriculum plays in the development of youth will cause the school administration to build the curriculum around these natural activities of youth rather than omit them because of lack of time.<sup>31</sup>

Two other writers, Kelly<sup>32</sup> and Street,<sup>33</sup> support the plan of integrating extracurricular activities into regular school time. The former takes the view that extracurricular activities are actually a social laboratory. Therefore it is as wrong for a teacher or student to take his social laboratory home as it is to take his science laboratory. McKown<sup>34</sup>

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<sup>30</sup>Ibid., pp. 304-306.

<sup>31</sup>H. Spears, The Emerging High School Curriculum and Its Direction (New York: American Book Company), p. 115.

<sup>32</sup>Janet A. Kelly, Guidance and Curriculum (Englewood Cliffs: Prentice-Hall, Inc., 1955), p. 211.

<sup>33</sup>W.K. Street, "An Approach to Leisure Time Activities," American School Board Journal, 119:17-18, July, 1949.

<sup>34</sup>H.C. McKown, Extracurricular Activities (New York: The Macmillan Company, 1952), p. 18.



says that activities should be scheduled in school time for two reasons. First, all pupils have the opportunity to participate--no one is penalized or discriminated against. Secondly, such official sanction to an activity adds considerably to the dignity of the activity. One study<sup>35</sup> indicates that students also prefer to have extracurricular activities, with the exception of social functions, on school time.

In spite of an apparent desire of teachers and students to have extracurricular activities integrated with regular school work, official curricula give this matter little attention.<sup>36</sup> Staffs have often overlooked how the extracurriculum might be integrated with the curriculum. Kelly says:

Activities outside of school hours is still followed in some schools mainly because administrators have not been convinced that extracurricular activities have enough educational value to be scheduled during the school day.<sup>37</sup>

## VI. FACILITIES FOR EXTRACURRICULAR ACTIVITIES

The importance of proper and adequate facilities for

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<sup>35</sup>H.F. Brinegar, "Pupil Attitudes Toward Extracurricular Activities," School Review, 63:432-7, November, 1955.

<sup>36</sup>American Association of School Administrators, "Youth Education Today," Sixteenth Yearbook, 1938, pp. 62, 148-52.

<sup>37</sup>Kelly, op. cit., p. 205.





the achievement of educational objectives is only too well known. C.P. Collins underscores this point when he says:

The overall purpose of the school building is to provide space and facilities so that the children may receive an education . . . A good plant facilitates a good educational program and permits good teaching. A poorly planned plant, whether new or old, imposes insurmountable handicaps on the educator, the teaching body, the students, and the entire community.<sup>38</sup>

Since the objectives of extracurricular activities are coincident with the educational objectives of the curriculum, it follows that the necessary facilities and equipment should be provided. Lack of facilities tends to detract from the dignity and importance of extracurricular activities, dissipates energy, and promotes correlative careless and slipshod procedures.<sup>39</sup>

To all appearances, however, it seems that to recognize a need is one thing; to provide for the need is another. Most school sites today are too small to provide adequately for the demands of a continually expanding educational program.<sup>40</sup> Referring to Alberta schools, one study finds that "the playground facilities appear to be inadequate not

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<sup>38</sup>C.P. Collins, "Economy in School Building Practices," The Alberta School Trustee, May, 1958, p. 4.

<sup>39</sup>McKown, op. cit., pp. 17-25.

<sup>40</sup>Research and Publications Committee, Guide For Planning School Plants (Nashville, Tennessee: National Council on Schoolhouse Construction, 1953), pp. 26-27.





only from the standpoint of variety, but also from the standpoint of repair."<sup>41</sup> This study suggests two reasons: (1) school boards have insufficient funds, and (2) trustees are not well-informed with the aims and trends of education. Another related study<sup>42</sup> points out that the lack of proper and adequate facilities has often resulted in poor physical education programs. A more promising outlook both for physical education and for extracurricular activities is seen in a report by Alberta's Minister of Education:

I would like to call to your attention a feature of the new school construction program which has come very much to the fore during the past two years--the provision of gymnasias. During the five calendar years 1952 to 1956, inclusive, school projects completed in these years contained no less than 178 gyms.. During the first three of these years, 1952, 1953, and 1954, 67 gyms were constructed, while during the last two years no less than 111 gyms have been provided. I believe it can be said, therefore, that school boards in Alberta included more gyms in the new school projects completed in 1955 and 1956 than were provided during the entire preceding period of fifty years since the Province was first established in 1905.<sup>43</sup>

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<sup>41</sup>J.C. Jonason, "A Survey of School Grounds and Teacherage Conditions in Eighty Schools in Central and Northern Alberta" (unpublished M.A. thesis, University of Alberta, 1940), p. 20.

<sup>42</sup>Kenneth Grierson, "Physical Education in Alberta High Schools" (unpublished M.Ed. thesis, University of Alberta, 1955).

<sup>43</sup>Hon. A.O. Aalborg, "Address to 1957 A.S.T.A. Convention," The Alberta School Trustee, November, 1957, p. 9.



## VII. SPONSORSHIP OF EXTRACURRICULAR ACTIVITIES

The opinion of authorities is that the sponsorship of extracurricular activities is properly the responsibility of the teachers. In the words of one authority,

A teacher's duties and obligations to students and community are not satisfied by closing the classroom door at the conclusion of a class. The direction and supervision of extracurricular activities are an important part of his duties--all, of course, subject to the test of reasonableness.<sup>44</sup>

The view that extracurricular activities should be considered a part of the regular program of the teachers is upheld by McKown.<sup>45</sup> Nevertheless, he recognizes the possibility of abuse, and warns against overloading teachers with work.<sup>46</sup>

Another view emphasizes that sponsors should have interest, ability, and training as qualifications. Sponsors should be carefully selected, and in-service training devised to make persons more effective as sponsors.<sup>47</sup> With regard to training Grierson<sup>48</sup> found that, in Alberta, the majority of

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<sup>44</sup>Lee O. Garber, "Extra-Classroom Duties Without Pay," Nations Schools, LVI, December, 1955, pp. 72-3.

<sup>45</sup>McKown, op. cit., pp. 17-25.

<sup>46</sup>Ibid., p. 628.

<sup>47</sup>Paul B. Jacobson, W.C. Reavis, and James D. Logsdon, The Effective School Principal (New York: Prentice-Hall, Inc., 1955), p. 314.

<sup>48</sup>Grierson, op. cit.



teachers of Physical Education had little or no specific training.

In order to get sponsors for their extracurricular activities, some schools have been approaching out-of-school people. Authorities do not look upon this practice with too much favor, as the following quotation indicates:

Some high schools have found through unfortunate experience that it is unwise to have outside individuals acting as sponsors.<sup>49</sup>

#### VIII. CONTROLLING EXTRACURRICULAR ACTIVITIES

Educational literature brings out the need of encouraging the timid and hesitant students to participate in extracurricular activities, as well as to curb those who overparticipate. All pupils should participate, but not necessarily to the same extent.<sup>50</sup> When policies limiting participation are set up, the ultimate effect must be carefully considered. Some pupils who may be highly motivated may not be given the chance to participate. Whatever restrictions are set up, they should not create privileged and unprivileged groups, for that is not democratic procedure.<sup>51</sup>

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<sup>49</sup>National Society for the Study of Education, op. cit., p. 48.

<sup>50</sup>McKown, op. cit., p. 602.

<sup>51</sup>Kelly, op. cit., p. 217.





Problems of conveyed students are an example.

In his study, Monro<sup>52</sup> found that students who came to school by van were not usually available for activities and as a result were not readily taken into the social groups of the school. These students, therefore, tended to form close associations among themselves--a socially undesirable thing. Extracurricular activities "accord young people a society of their own, a peer culture in which they can learn their developmental tasks."<sup>53</sup> This value should not be overlooked. Control, therefore, should be practised to the end that is in harmony with democratic principles.

#### IX. FINANCING EXTRACURRICULAR ACTIVITIES

When the argument is pressed, the general public usually agrees that extracurricular activities are an important function of the school. However, the appreciation of their value is not great enough, for,

. . . there is no general acceptance of public financial responsibility for their support. Instead the wherewithal is found by other means, some of dubious morality . . . and business men are called on for donations (euphemistically called advertisements) toward school publications . . .<sup>54</sup>

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<sup>52</sup>B.C. Munro, "The Structure and Motivation of An Adolescent Peer Group," The Alberta Journal of Educational Research, III, September, 1957, p. 157.

<sup>53</sup>Kelly, op. cit., p. 206.

<sup>54</sup>J.W. Chalmers and R.E. Rees, "A Co-operative Study of High School Extra-Curricular Activities," The Alberta Journal of Educational Research, IV, June, 1958, p. 87.





The general opinion of writers is that if extra-curricular activities are of educational value, they are worthy of spending tax money for.<sup>55</sup> Such a procedure will accomplish two things at least: first, it will add to the dignity and importance of these activities; and second, because school money is being used, it will bring a demand for better organized and better supervised activities.<sup>56</sup>

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<sup>55</sup>McKown, op. cit., p. 582.

<sup>56</sup>National Society for the Study of Education, op. cit., pp. 113-114.



### CHAPTER III

#### PROCEDURE FOLLOWED IN CARRYING OUT INVESTIGATION

A questionnaire<sup>1</sup> for principals was prepared as the data-gathering instrument. The questionnaire sought background information on the general nature and organization of extracurricular activities in centralized high schools, and gave particular attention to the problems and needs of the conveyed students in this regard. Thus it was necessary to consider such topics as scheduling of extracurricular activities, transportation problems of conveyed students, adequacy of physical facilities and personnel, and factors which might contribute to the improvement of extracurricular activities in centralized schools. The questionnaire was organized into sections with related questions appearing under the following headings: general information, outdoor sport activities, other extracurricular activities, facilities and personnel.

The questionnaire was prepared after a study of a considerable portion of the related literature reviewed in Chapter II. Valuable ideas and suggestions for drafting a questionnaire were obtained from Good and Scates<sup>2</sup>, and from

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<sup>1</sup>See Appendix A.

<sup>2</sup>Carter V. Good and Douglas E. Scates, Methods of Research (New York: Appleton-Century-Crofts, Inc., 1954), pp. 604-34.



Eriksson.<sup>3</sup> The first draft was criticized by the thesis committee. Next, the revised form of the first draft was sent to ten principals,<sup>4</sup> personally known to the writer, to be answered as a tryout for the purpose of revealing any ambiguity or vagueness in the questions. These persons were also asked to suggest additional pertinent questions which they felt might be included in this survey. As a result of this test, only one question was slightly revised. After the second draft was criticized by the thesis committee, the final draft was prepared. On May 7, 1957, the questionnaires were mailed to ninety principals<sup>5</sup> of Alberta centralized schools in which three or more high school teachers were engaged and in which twenty per cent or more of the pupils were conveyed. Since the study was delimited to the senior high school grades of centralized schools, it was felt that the most significant information would be forthcoming from schools having at least one teacher per high school grade, and at least twenty per cent of the pupils conveyed. From the point of view of the number of conveyed students involved,

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<sup>3</sup>A.W.B. Eriksson, "A Survey of Physical Education and Health in Representative One-Room Schools of Alberta" (unpublished M.Sc. thesis, University of Washington, 1943).

<sup>4</sup>See Appendix B for a sample of the letter asking for criticism.

<sup>5</sup>See Appendix C for a sample of the letter accompanying the questionnaire.





and the staff available for extracurricular work, schools of this size and type could be expected to have extracurricular undertakings of a variety and scope warranting consideration and study.

These questionnaires were designed to provide data for two separate studies, the writer's, and M.W. Rudiak's.<sup>6</sup> Since the same population was used for both studies, one questionnaire was prepared. It was felt that this procedure, besides being more expedient, would ensure a higher percentage of returns. Mr. Rudiak and the writer worked jointly in the preparation of the second and third drafts of the questionnaire. Appendix A, however, shows only the portion of the questionnaire used in this study.

The schools that conveyed more than twenty per cent of the pupils were determined from the "Operation Report 1956-57" compiled by the Department of Education. The mailing addresses of the principals of the schools chosen were obtained from a booklet entitled "Accredited Secondary Schools in Alberta 1956-57" prepared by the Department of Education.

On June 4, 1957, a follow-up letter<sup>7</sup> was sent to

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<sup>6</sup>Metro W. Rudiak, "Noon-hour Supervision in Alberta Schools in Which Part of the Pupils Are Conveyed" (unpublished M.Ed. thesis, University of Alberta, 1957).

<sup>7</sup>See Appendix D for a sample of the follow-up letter.



twenty-four principals who by that date had not returned the questionnaires. Eighteen more questionnaires were returned, making a total of eighty-four, or 93.3 per cent. The data received from the principals has been compiled and tabulated in Chapter IV of this thesis.



## CHAPTER IV

### ANALYSIS OF FINDINGS FROM THE QUESTIONNAIRES TO PRINCIPALS

This chapter presents an analysis of the information received from the principals of centralized high schools covered in this study. The data are presented in tabular form and the discussion is organized into sections identical to those in the questionnaire.

#### I. GENERAL INFORMATION

The information from this section of the questionnaire reveals that eighty Alberta centralized schools have an enrolment of 7,363 pupils in grades ten, eleven, and twelve. Of this total, 4,216 or 57.2 per cent, are conveyed. Four schools are not included in these totals because the number of pupils conveyed was not indicated. At the same time, the Annual Report of the Department of Education for June 1957<sup>1</sup> indicates a total enrolment for the province in grades ten, eleven, and twelve to be 30,058. Thus the senior high school enrolment in the centralized schools is 24.5 per cent of the provincial enrolment; the conveyed students constitute 14 per cent of the provincial enrolment.

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<sup>1</sup>Alberta Department of Education, Fifty-Second Annual Report of the Department of Education of the Province of Alberta, 1957 (Edmonton, Alberta: L.S. Wall, Queen's Printer for Alberta, 1958), p. 134.



The number of high school teachers and their distribution in the eighty-four centralized schools is shown in Table I. A total of 434 teachers teach in the senior high school grades. Forty-seven schools have three or four high school teachers; seventeen schools have five or six; and fifteen schools have seven to nine. Fifty-nine schools have from three to five high school teachers involving a total of 224 teachers. This is slightly more than half of all high school teachers in the schools surveyed. The remaining twenty-five schools have larger staffs numbering from six to as many as eighteen and involving a total of 210 teachers.

The scope and effectiveness of extracurricular undertakings in a given school is partly determined by the number of teachers available for the work. From this point of view, some Alberta centralized schools are in a better position than others to handle their extracurricular work effectively.





TABLE I

NUMBER OF HIGH SCHOOL TEACHERS IN EIGHTY-FOUR  
ALBERTA CENTRALIZED SCHOOLS

Number of Teachers in Grades 10, 11, 12	Number of Schools	Total No. of Teachers
3	24	72
4	23	92
5	12	60
6	5	30
7	9	63
8	5	40
9	1	9
10	0	0
11	0	0
12	2	24
13	2	26
14	0	0
15	0	0
16	0	0
17	0	0
18	1	18
Total	84	434



## II. OUTDOOR SPORT ACTIVITIES

Table II summarizes the information about participation and organization of sport activities asked for in item one of this section of the questionnaire. Many schools have their sports organized in more than one way. The games most frequently played by the boys are softball, curling, hardball, volleyball, basketball, touch rugby, and ping pong. The games most frequently played by the girls are softball, curling, volleyball, basketball, ping pong, and badminton. One of the least popular games is broomball. The writer believes that broomball is equally appealing to boys and girls. Since very little equipment is required, this game has possibilities for wider participation. It could add interesting variety to the intra-mural program of sports.

Table II shows that more of the sports reported are suitable for boys than for girls. Boys can participate in all of the thirteen games listed. Games like hardball, rugby, hockey, and soccer, however, are hardly the kind of games one would recommend for girls.

Most of the games are teacher-coached, with softball, hardball, basketball, hockey, curling, and ping pong receiving the greatest attention. These are also the games that are most frequently organized as intra-mural and inter-school competitions. Unorganized, free play is most common



in the case of softball, ping pong, touch rugby, and volleyball.

TABLE II  
ORGANIZATION OF SPORT ACTIVITIES IN EIGHTY-TWOx  
ALBERTA CENTRALIZED SCHOOLS

Sport Activity	Participation		Teacher-Coached	Organization		Unorganized Free Play
	Boys	Girls		House Leagues	Inter-School Competition	
Softball	65	73	65	26	51	30
Hardball	57	4	43	13	40	12
Basketball	55	51	48	33	43	8
Volleyball	56	59	40	31	18	18
Touch rugby	54	3	34	12	25	22
Soccer	18	1	7	4	2	9
Hockey	43	2	37	9	39	4
Curling	62	59	50	44	41	4
Broomball	6	8	6	3	2	3
Badminton	25	26	17	12	7	6
Ping Pong	52	48	20	33	8	27
Football	2	0	2	0	2	0
Pingmington	1	1	0	0	0	1

xTwo principals omitted this question.





Table III summarizes the replies to item two of this section. It shows the extent to which sport activities are integrated with regular Physical Education classes. While fourteen schools reported that Physical Education periods were not used for sport activities, seventy schools, or 83 per cent, reported using these regular class periods for practices, house league games, and for inter-school competitions. Only twelve schools reported using Physical Education class time for inter-school games, while as many as sixty-three reported using this class time for practices.

TABLE III

SCHEDULING OF SPORT ACTIVITIES WITH PHYSICAL  
EDUCATION PERIODS IN SEVENTY-  
ALBERTA CENTRALIZED SCHOOLS

Purpose of Scheduling with Physical Education	Number of Schools
For practising fundamentals . . . . .	63
For house league games . . . . .	26
For inter-school competitions . . . . .	12

Fourteen schools do not schedule sport activities with Physical Education periods.

Frequent comments of principals indicated that "for practices" meant instruction in the fundamentals of the game to all pupils whether they played on teams or not. If an integrated program of physical education and sport activities is well



planned for all pupils concerned, then the class time so spent is justified. In particular, justification for such integrated programming lies in that it does provide for the participation of conveyed students.

An illustration of planning with attention to conveyed students was given by one principal in the following comment:

The high schools in our Division all schedule some of their Physical Education periods for Friday afternoon. When an occasional inter-school game is arranged, the visitors use the noon-hour for travelling and the class time for playing. This allows vanned pupils to take part in inter-school competition.

Table IV shows a summary of replies of eighty-three schools to item three of this section which asked for an indication of the time when inter-school competitions were held.

TABLE IV

PLAYING TIME FOR INTER-SCHOOL COMPETITIONS IN  
EIGHTY-THREE~~x~~ ALBERTA CENTRALIZED SCHOOLS

Playing Time	Number of Schools
Noon-hour intermission . . . . .	12
School time . . . . .	19
After school hours . . . . .	63
Week ends . . . . .	34

~~x~~One principal did not reply to this question.



Table IV shows that sixty-three schools hold their inter-school competitions after school hours; thirty-four on week-ends; and thirty-one either in school time or during the noon-hour intermission. In the majority of cases inter-school competitions are held on out-of-school time. Although, basically, this practice is sound, yet, it cannot be denied that conveyed students are at a disadvantage under this arrangement. They are faced with the problem of time and expense involved in travelling longer distances to such activities. Teacher-sponsors, too, are reluctant to devote their after-school time and weekends to extracurricular work.

A partial solution to the problem of conveyed students is indicated in the following idea. Two principals suggested a maximum of four to six half-days a year for organized inter-school sports.

In replying to item four of this section of the questionnaire, seventy-seven principals reported that their conveyed students participate in sports on out-of-school time; four principals reported no participation by conveyed students. Two principals reported that their schools have no sport activities on out-of-school time, and one principal gave no answer.

The apparently high percentage of participation by conveyed students (seventy-seven schools) is actually misleading. Principals gave frequent qualifying comments such





as, "Activities after school hours are a rare thing here" and "Participation (by conveyed students) is very meagre." This indicates that only a limited number of conveyed students participate.

Table V summarizes the replies of the seventy-seven principals who reported that their conveyed students participate in sport activities on out-of-school time. The question asked how the responsibility of transporting such students to and from the place of activity was being met.

TABLE V

RESPONSIBILITY FOR TRANSPORTATION OF CONVEYED STUDENTS  
WHO PARTICIPATE IN SPORT ACTIVITIES ON OUT-OF-SCHOOL  
TIME IN SEVENTY-SEVEN ALBERTA CENTRALIZED SCHOOLS

How the responsibility is met	Number of Schools
The participating student is responsible for his own transportation . . . . .	57
The activity club is responsible . . . . .	9
The Students' Union is responsible . . . . .	16
The School Board is responsible	
(a) entirely . . . . .	5
(b) in part . . . . .	13
A service club is responsible	
(a) entirely . . . . .	0
(b) in part . . . . .	2



Table V shows that the cost of transportation is met by the participating students themselves in fifty-seven schools. The Students' Union helps in sixteen schools, and the activity club in nine schools. In thirteen cases the School Board pays part of the cost; in five cases the School Board pays the entire cost. In two instances a service club meets part of the cost. Comments of principals indicate that where School Boards contribute part of the cost of transportation, this contribution usually takes the form of providing a van. Students "chip in" to pay the driver and the gasoline as a matter of course. Often spectators are encouraged to come along for the ride and so help pay for the trip.

### III. NON-ATHLETIC EXTRACURRICULAR ACTIVITIES

The section of the questionnaire entitled "Other Extracurricular Activities" deals with activities which are non-athletic. The replies to this section are summarized in Tables VI to X inclusive. Table VI summarizes the replies of seventy-eight principals for items one and two of this section. These items sought information regarding the type of activities and the time when these activities were carried on. Two principals reported that they had no activities of the non-athletic kind, and four principals did not answer these two questions.



TABLE VI

SCHEDULING OF NON-ATHLETIC EXTRACURRICULAR ACTIVITIES  
IN SEVENTY-EIGHT ALBERTA CENTRALIZED SCHOOLS

Activity	Number of Schools Reporting	Number of Schools Scheduling Activity For			
		Noon Hour	School Hours	After School Hours	Week Ends
School Paper	55	32	28	30	2
Year Book	44	26	23	25	2
Dramatics	36	14	20	24	6
Glee Club	30	17	14	22	3
Jr. Red Cross	29	13	19	10	1
Band	23	8	7	20	2
Religious Club	19	8	1	12	3
Orchestra	14	2	3	12	1
Photography	10	7	0	3	0
Art Club	8	3	5	5	1
Handicraft	4	1	1	3	0
Science	3	2	0	2	0
4-H Club	3	0	0	3	0
Cheer Leaders	2	2	0	1	0
Army Cadets	2	0	1	2	0
Dance Club	2	1	0	1	0
Debating Club	1	1	0	1	0
Sea Cadets	1	0	0	1	0
Boy Scouts	1	0	0	1	0
School Patrol	1	1	0	1	0
Public Speaking	1	1	0	1	0





The activities reported are listed in a descending order of frequency. The school paper and year book head the list, as might be expected for these traditional activities. Dramatics, Glee Club, and Junior Red Cross come next in popularity. Work on school publications is carried on with about equal frequency during noon-hour, school hours, and after-school hours. Although school time and the noon-hour are used for dramatics and Glee Club, there is a tendency for more after-school scheduling for these activities. Scheduling for after-school hours is even more common with activities such as the band, orchestra, and religious clubs.

Comments indicated that when an activity is carried on during school hours, it means that "spares" and study periods are utilized. One principal stated that club meetings are held during the noon-hour intermission, while work-group sessions are held during after-school hours. Another principal reported a daily recreation period which is scheduled for the last half-hour of the school day.

Table VII summarizes the replies to item three of this section which asks for an indication of methods for providing time for the participation of conveyed students in extra-curricular activities. Sixty schools, or 72.6 per cent, have some method of providing time for participation by conveyed students in extracurricular activities. The most common method, used by thirty-one schools, or 51.6 per cent,



was correlating extracurricular activities with related school subjects, as, for example, the Glee Club with Music, the Drama Club with Dramatics, or sports with Physical Education. Another method used by sixteen schools, or 26.6 per cent, was shortening class periods on certain days of the week to provide an extra period for activities. A third method used by thirteen schools, or 21.6 per cent, was lengthening the noon-hour intermission and compensating for this by dismissing later in the afternoon, or by dispensing with recesses. Six schools, or only ten per cent, use the method of scheduling regular activity periods on the time table.

TABLE VII

METHODS USED BY SIXTY\* ALBERTA CENTRALIZED SCHOOLS FOR PROVIDING TIME FOR THE PARTICIPATION BY CONVEYED STUDENTS IN EXTRACURRICULAR ACTIVITIES

Method	Number of Schools
Lengthening the noon-hour intermission . . . .	13
Shortening class periods on certain days to provide time for an activity period . . . . .	16
Providing regular activity periods on the time table . . . . .	6
Correlating extracurricular activities with related subjects . . . . .	31

\*Twenty-four principals gave no reply.



The method of scheduling extracurricular activity periods on the regular time table is recognized by many authorities as being the most promising. Certainly it offers most in meeting the needs of conveyed students. Miller, Moyer, and Patrick<sup>2</sup> and several other authorities like Street<sup>3</sup>, Kelly<sup>4</sup>, and McKown<sup>5</sup> strongly support this method.

In contrast to the evidence of solid organization and excellent programs in some schools, there is in other schools an apparent lack of enthusiasm in extracurricular activities. In many instances little attention is given to the needs and the problems of conveyed students. Programs are haphazard and arrangements for participation are weak. Perhaps it is a sense of bewilderment that shows through. For instance, twenty-four principals gave no reply to item three of this section of the questionnaire. Is it disinterest or frustration that prompts such comments as, "We have not solved this problem," and, "Bus schedules do not permit

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<sup>2</sup>Franklin A. Miller, James H. Moyer, Robert B. Patrick, Planning Student Activities (Englewood Cliffs, M.J.: Prentice-Hall, Inc., 1956), pp. 304-306.

<sup>3</sup>W.K. Street, "An Approach To Leisure Time Activities." American School Board Journal, 119:17-18, July, 1949.

<sup>4</sup>Janet A. Kelly, Guidance and Curriculum (Englewood Cliffs: Prentice-Hall, Inc., 1955), pp. 205, 211.

<sup>5</sup>H.C. McKown, Extracurricular Activities (New York: The Macmillan Company, 1952), p. 18.





extracurricular activities." Another comment reads thus: "This year little is being done; weak staff; students unco-operative--do not care." Some principals maintain that if the interest is high, the conveyed students will come in spite of difficulties. In one case the conveyed students stay after school hours for extracurricular work and then find their own way home, or else spend the night in town with friends. The writer feels that such arrangements are of dubious merit.

Table VIII is a summary of replies to item four of this section which asked for an expression of opinion regarding the effects of participation on scholarship. Only six principals, or 8 per cent, thought that participation in extracurricular activities lowers scholarship. Opinions regarding the second and third alternatives shown in the table were equally divided. Thirty-three principals, or 46 per cent, thought that participation in extracurricular activities encourages better scholarship, and 46 per cent thought that it is neither beneficial nor detrimental to scholarship. Eight principals commented that extracurricular activities contribute to social growth, encourage wholesome activities, increase pride and school spirit, and improve scholarship through personality adjustment. Eight other principals commented that the value of extracurricular





activities depends on the individual student and on the quality of guidance given by the teacher-sponsors.

TABLE VIII

OPINIONS OF SEVENTY-TWO PRINCIPALS REGARDING EFFECTS  
OF PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

Effect	Number	Per Cent
It lowers scholarship . . . . .	6	8
It encourages better scholarship . . . .	33	46
It is neither beneficial nor detrimental to scholarship . . . . .	33	46

Twelve principals did not express an opinion.

Item five of this section of the questionnaire dealt with controlling policies and their purpose. The responses to this item are summarized in Table IX. Fifty-seven schools, or 74 per cent, have some sort of policy controlling participation in extracurricular activities, and twenty schools, or 26 per cent do not have such a policy. Seven principals did not answer item five. Of the fifty-seven principals who indicated they had a controlling policy, twenty ranked the functions of a controlling policy as shown in Table IX. Thirty-seven principals did not rank the functions, but merely checked one or more of the three alternatives as



being important. Thus, the first one was checked four times; the second one, thirty times; and the third one, eighteen times. These results are similar to those shown in Table IX. Both groups of principals indicate that, in their opinion, it is more important to encourage participation of all students, than it is to assure the participation of conveyed students. Educationally, this opinion is sound. However, the welfare of conveyed students should not be disregarded.

TABLE IX

FUNCTIONS OF A CONTROLLING POLICY IN EXTRACURRICULAR  
ACTIVITIES AS RANKED BY TWENTY PRINCIPALS

Function	Rank (No. of Principals)			Weighted Value <del>x</del>
	1	2	3	
To assure participation by conveyed students	1	5	14	27
To prevent excessive participation by individuals	7	8	5	42
To encourage wide parti- cipation among all students	12	7	1	51

~~x~~Values of 3, 2, and 1 were given to ranks 1, 2, and 3, respectively.

Item six of this section asked for a description of the methods used for controlling participation in extra-



curricular activities. The responses of fifty-seven principals are summarized in Table X. Twenty-seven principals did not reply to item six. Of these twenty-seven, twenty did not reply because they followed no policy, as indicated under item five; and seven principals gave no answer.

TABLE X

METHODS OF CONTROLLING PARTICIPATION IN EXTRACURRICULAR  
ACTIVITIES IN FIFTY-SEVEN ALBERTA CENTRALIZED SCHOOLS

Method	Number of Schools
Individual and group counselling . . . . .	22
Limiting a pupil's participation to a certain number of activities . . . . .	25
Restricting participation on the basis of achievement in class . . . . .	29

Table X shows that twenty-nine schools restrict participation in extracurricular activities on the basis of academic achievement; twenty-five limit a pupil's participation to a certain number of activities; and, twenty-two control pupil participation by counselling. The responses to the second alternative reveal the additional information that eight schools limit pupil participation to one activity at a time, eleven to two activities, and three to three





activities.

The responses also indicate that in many schools controlling policies do not follow hard and fast rules. The principal and staff usually decide each case on its own merits. Very often there is no need to apply a strict rule because in many schools certain limiting factors operate automatically. For instance, the activities are few in number, the students themselves are not enthusiastic, or the number of students who can participate is small. Two principals stated that students in their schools had to have a 50 per cent average before they are allowed to participate. One principal commented that restriction on the basis of academic achievement might be too severe for some students, and, therefore, not wholly desirable.

#### IV. FACILITIES AND PERSONNEL

The last section of the questionnaire deals with facilities and personnel, and is divided into ten parts. The information asked for in part one is summarized in Tables XI and XII. Table XI shows the size of playgrounds in seventy-four centralized schools.

Three schools, or 4 per cent of the number reporting, have no playground for their senior high school students. Twenty schools, or 27 per cent, have large playgrounds of ten to forty acres. Twenty-eight schools, or 38 per cent, have medium-sized playgrounds of five to eight acres.



Twenty-three schools, or 31 per cent, have small playgrounds of one-half to four acres. In most schools the playgrounds are used by all children from grades one to twelve. This fact must be considered in evaluating the adequacy of playground space.

TABLE XI

SIZE OF PLAYGROUNDS IN SEVENTY-FOUR  
ALBERTA CENTRALIZED SCHOOLS

Number of Acres	Number of Schools	Per Cent
40	1	1
20	3	4
15-16	2	3
11-12	4	5
10	10	14
7-8	8	11
5-6	20	27
3-4	17	23
$\frac{1}{2}$ -2	6	8
0	3	4

xTen principals did not indicate the size of their playgrounds.

Furthermore, a limited playground area becomes even smaller and less useful when it is cut up into parcels by



scattered buildings. Out of seventy-one centralized schools, forty-nine, or 69 per cent, reported playgrounds that are broken up in this manner. Twenty-two, or 31 per cent, have playgrounds that are not broken up.

The National Council on Schoolhouse Construction gives some guiding specifications for playground requirements in modern schools:

Most school sites are too small. Modern schools require sites larger than were considered necessary a generation ago because of the continued expansion of educational programs, and the necessity for sufficient space for both present and future building needs . . . .

For junior and senior high schools, it is suggested that there be provided a minimum site of ten acres plus an additional acre for each one hundred pupils of predicted ultimate maximum enrolment. Thus, a high school of five hundred pupils would have a site of fifteen acres.<sup>6</sup>

The nature of the surface of a playground is another factor which may increase or decrease its usefulness. Table XII summarizes the data on playground surfaces of eighty-one centralized schools.

The better playgrounds are grass covered, but not all of them are level or well-drained. Table XII shows sixty-five grass covered playgrounds, thirty-eight level, and forty-four well-drained. The poorer playgrounds are dirt

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<sup>6</sup>Research and Publications Committee, Guide For Planning School Plants (Nashville, Tennessee: National Council on Schoolhouse Construction, 1953), pp. 26-27.





surface, rough, and poorly-drained. Table XII shows thirty-six playgrounds with dirt surface, thirty-eight rough, and twenty-three poorly-drained. Table XII also shows almost twice as many grass covered playgrounds as dirt, an equal number of rough and level playgrounds, and about twice as many well-drained as poorly-drained playgrounds.

TABLE XII  
PLAYGROUND SURFACES OF EIGHTY-ONE  
ALBERTA CENTRALIZED SCHOOLS

Nature of Surface	Number of Schools
Grass covered . . . . .	65
Dirt. . . . .	36
Rough . . . . .	38
Level . . . . .	38
Well-drained . . . . .	44
Poorly-drained . . . . .	23
Three schools have no playground.	

The National Council on Schoolhouse Construction gives the following directions:

Play areas should be developed as slightly convex surfaces with the grounds sloping to the periphery where adequate drainage can be provided . . . the surface of the site should be in grass . . . A good topsoil properly balanced to support vegetation is



required; and it should permit surface drainage without erosion. A sandy loam is considered best for school sites.<sup>7</sup>

The information on gymnasiums asked for in part two is summarized in Tables XIII and XIV.

TABLE XIII

FLOOR SURFACES OF GYMNASIUMS IN SIXTY-FOUR  
ALBERTA CENTRALIZED SCHOOLS

Surface	Number of Schools	Per Cent
Hardwood	48	75
Concrete	4	6
Tile	10	16
Linoleum	2	3

Table XIII shows that of the eighty-four schools surveyed, sixty-four, or 76 per cent, have gymnasiums. Twenty schools, or 24 per cent, do not have a gymnasium. Forty-eight gymnasiums, or 75 per cent, have hardwood floors; twelve, or 19 per cent, have tile or linoleum floors; and four, or 6 per cent, have concrete floors. "Gymnasium floors should be resilient and non-slippery . . . Hardwood . . . is still

<sup>7</sup>Ibid., pp. 28-29.



considered by many as the best gymnasium floor for general use."<sup>8</sup>

Table XIV shows that thirty-six gymnasiums, or 61 per cent, have floor areas under four thousand square feet.

TABLE XIV  
FLOOR AREAS OF GYMNASIUMS IN FIFTY-NINE  
ALBERTA CENTRALIZED SCHOOLS

Floor Area in Square Feet	No. of Gymnasiums	Per Cent
Under 1000 . . . . .	4	7
1000 - 1999 . . . . .	4	7
2000 - 2999 . . . . .	16	27
3000 - 3999 . . . . .	12	20
4000 - 4999 . . . . .	12	20
5000 - 5999 . . . . .	10	17
6000 - 7000 . . . . .	1	2

Five principals did not indicate floor areas.

Four thousand square feet is the recommended area if fewer than five hundred students are enrolled.<sup>9</sup> Twenty-three

<sup>8</sup>Ibid., p. 95.

<sup>9</sup>Kenneth Grierson, "Physical Education In Alberta High Schools," Alberta Journal of Educational Research, I, September, 1955, p. 39.





gymnasiums, or 39 per cent, have floor areas between four and seven thousand square feet. Approximately seven thousand square feet is the area recommended for senior high schools.<sup>10</sup>

Table XV summarizes the replies to part three. It shows the indoor space, other than gymnasiums, that sixty-five schools have available for extracurricular activities. Twelve schools have access to a hall in the community; twelve have an auditorium available; forty-three have the use of a stage; twenty-seven have an activity room; three have a projection room; and six a basement playroom. Nineteen schools, however, have none of the indoor spaces listed.

TABLE XV

OTHER INDOOR SPACE AVAILABLE FOR EXTRACURRICULAR ACTIVITIES  
IN SIXTY-FIVE~~x~~ ALBERTA CENTRALIZED SCHOOLS

Type of Space	Number of Schools
Community hall . . . . .	12
Auditorium . . . . .	12
Stage . . . . .	43
Activity room . . . . .	27
Projection room . . . . .	3
Basement playroom . . . . .	6

~~x~~Nineteen schools have none of the indoor spaces listed.

<sup>10</sup>Research and Publications Committee, op. cit., p. 94.



Table XVI shows a summary of gymnasium and other indoor space in all of the eighty-four schools surveyed. Sixty-four schools, or 76 per cent, have gymnasiums, while twenty schools, or 24 per cent, have no gymnasium. Only five schools, or 6 per cent, have neither gymnasium nor any other indoor space for extracurricular activities. Fifty schools, or 60 per cent, have both gymnasiums and other indoor space. Fourteen schools, or 16 per cent, have gymnasiums but no other indoor space. Fifteen schools, or 18 per cent, have no gymnasiums, but do have some other indoor space.

TABLE XVI

SUMMARY OF GYMNASIUM AND OTHER INDOOR SPACE FOR EXTRACURRICULAR  
ACTIVITIES IN EIGHTY-FOUR ALBERTA CENTRALIZED SCHOOLS

School	No. of Schools	Per Cent
with gymnasium . . . . .	64	76
without gymnasium . . . . .	20	24
with gymnasium and some other space . . .	50	60
with gymnasium, but no other space . . .	14	16
without gymnasium, but some other space .	15	18
without gymnasium and no other space . .	5	6

The replies to part four of this section of the



questionnaire are summarized in Table XVII, and show what other playing facilities are available either on the school-grounds, or in the community. Most schools have access to

TABLE XVII  
OTHER FACILITIES AVAILABLE IN EIGHTY-FOUR  
ALBERTA CENTRALIZED SCHOOLS

Facility	Number of Schools
Skating rink . . . . .	67
Curling rink . . . . .	72
Basketball court . . . . .	54
Badminton court . . . . .	31
Soccer field . . . . .	30
Rugby field . . . . .	39
Hardball diamond . . . . .	67
Softball diamond . . . . .	74
Tennis court . . . . .	1

several facilities of the types listed. The facilities most commonly available (in 50 per cent or more of the schools) in descending order of frequency are, softball diamonds, curling rinks, skating rinks, hardball diamonds, and basketball courts. Thirty-nine schools have access to rugby fields, thirty to soccer fields (in most cases rugby





and soccer fields are the same field), and thirty-one to badminton courts. One school has access to a tennis court.

Table XVIII shows that most schools have movie projectors, record players, filmstrip projectors, and radios. Fifty-three schools have tape recorders; forty-one have public address systems; thirty-seven have filmstrip libraries; and seventeen have inter-room communication. Equipment of this nature is of great aid in various club activities.

TABLE XVIII  
AUDIO VISUAL AIDS IN EIGHTY FOUR ALBERTA  
CENTRALIZED SCHOOLS

Equipment	Number of Schools
Movie projector . . . . .	81
Record player . . . . .	81
Filmstrip projector . . . . .	76
Radio . . . . .	71
Tape recorder . . . . .	53
P.A. System . . . . .	41
Filmstrip library . . . . .	37
Inter-room communication . . . . .	17

This table is identical to Table XXVIII, p. 48, of M.W. Rudiak's thesis, "Noon-hour Supervision in Alberta Schools in which Part of the Pupils are Conveyed."

Part six of this section asked for information about



teachers who direct extracurricular activities and about their specialized training. This information is summarized in Tables XIX and XX.

TABLE XIX

TEACHERS DIRECTING EXTRACURRICULAR ACTIVITIES IN THE SENIOR  
HIGH SCHOOL OF EIGHTY-FOUR ALBERTA CENTRALIZED SCHOOLS

No. of Teachers	High School Teachers		Teachers from Lower Grades		Teachers with Special Certificates (High School and from Lower Grades)	
	No. of schools	Total teachers	No. of schools	Total teachers	No. of schools	Total teachers
0	4	0	52	0	27	0
1	8	8	23	23	10	10
2	20	40	6	12	23	46
3	22	66	2	6	15	45
4	11	44	1	4	4	16
5	8	40			2	10
6	4	24			2	12
7	3	21			0	0
8	1	8			0	0
9	1	9			0	0
10	1	10			1	10
11	0	0			0	0
12	1	12			0	0
Total	84	282	84	45	84	149



Table XIX shows that 282 high school teachers and forty-five teachers from lower grades, or a total of 327 teachers direct extracurricular activities in the senior high school. Of this total, 149 teachers, or 46 per cent, are holders of special certificates for the extracurricular work they do. A greater number--178 teachers, or 54 per cent--apparently do not have any special training.

Table XIX shows that while twenty-seven schools have no teachers with special training, there are fifty-seven schools that do have a total of 149 teachers with special training. Table XIX further shows that while fifty-two schools do not have teachers from lower grades directing extracurricular activities in the senior high school, there are thirty-two schools that do.

Table XIX also shows that four schools do not have any high school teachers directing extracurricular activities in the senior high school grades. Eight schools have at least one teacher each directing such activities; twenty schools have two; twenty-two have three; eleven have four; eight have five; while eleven have from six to twelve.

The extent and nature of the specialized training possessed by teachers directing extracurricular activities are summarized in Table XX. This table shows that the teachers possess a grand total of 161 special certificates, of which eighteen are unclassified as to type. There are





twenty senior certificates and 123 junior certificates. A certificate which was not definitely indicated "Senior" was counted as a "Junior" certificate.

Table XX shows also that the teachers possess a total of sixty special certificates in the fine arts (Music, Dramatics, and Art), ten of which are senior certificates. Of the twenty Industrial Arts certificates, only three are senior; and of the forty-seven Physical Education certificates, only seven are senior.

TABLE XX

SPECIAL CERTIFICATES HELD BY 149 TEACHERS WHO DIRECT  
EXTRACURRICULAR ACTIVITIES IN SENIOR HIGH SCHOOL GRADES

Special Certificate	No. of Jr. Certificates	No. of Sr. Certificates	Total Special Certificates
Music	19	6	25
Dramatics	23	3	26
Art	8	1	9
Industrial Arts	17	3	20
Physical Education	40	7	47
Leadership and Recreation	15	0	15
First Aid	1	0	1
Total	123	20	143
Unclassified Certificates			18
Grand Total of Certificates Held			161



Although the supply of teachers with special training for extracurricular work is encouraging, it is, in the opinion of the writer, far from satisfactory. Interest, ability, and training are highly desirable qualifications in teachers directing extracurricular activities. Kelly brings out the importance of trained teachers when she says,

Teachers who assume extracurricular guidance should have training in social group skills, democratic group process, and in leadership training of young people. They should have thorough knowledge and skill to help young people in planning, in leading, in executing, and in evaluating activities. Inservice workshops would be an administrative means for achieving this skill.<sup>11</sup>

Item seven of this part of the questionnaire deals with rewards that teachers get for directing extracurricular work. The replies are summarized in Table XXI. This table shows that in eighteen schools, teachers directing extracurricular activities get some consideration for their services. A total of nine teachers in four different schools, or 3 per cent of the number reported, get special remuneration. Forty-six teachers in fourteen different schools, or 14 per cent, are rewarded by lighter teaching loads. The larger proportion, 272 teachers directing extracurricular activities, or 83 per cent, do not get any rewards or consideration. McKown<sup>12</sup> would hardly agree with such a situation. He says

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<sup>11</sup>Kelly, op. cit., p. 211.

<sup>12</sup>McKown, op. cit., p. 628.





that teachers supervising extracurricular activities need assistance and concessions. This "extra" work should never become an overload. The National Society for the Study of Education supports this stand in the following statement:

The administrative efficiency of any school is open to question when it is organized in such a way as to require a number of teachers for extended periods to spend more than an eight-hour day on school duties.<sup>13</sup>

TABLE XXI

REWARDS OF 327 TEACHERS DIRECTING EXTRACURRICULAR  
ACTIVITIES IN SENIOR HIGH SCHOOLS

	Number of Schools	Total Number of Teachers	Per Cent of Teachers
No rewards	54	272	83
Special remuneration	4	9	3
Lighter teaching load	14	46	14
Total	72 <del>x</del>	327	

~~x~~Twelve principals gave no answer to this item.

Part eight of this section considers assistance with extracurricular activities given by parents and other people

<sup>13</sup>National Society for the Study of Education, "Analysis of the General Literature on Extra-Curricular Activities," The Twenty-fifth Yearbook, Part II, 1926. (Bloomington, Illinois: Public School Publishing Company).





in the community. The replies are summarized in Table XXII. This table shows that thirty-seven schools receive some assistance with extracurricular activities from parents and other people outside of school. On the other hand, forty-four schools receive no such assistance. The most common

TABLE XXII

ASSISTANCE WITH EXTRACURRICULAR ACTIVITIES RECEIVED FROM  
PARENTS AND OTHER PEOPLE IN EIGHTY-ONE~~x~~  
ALBERTA CENTRALIZED SCHOOLS

	Number of Schools
Some assistance	37
No assistance	44
Type of Assistance	
Coaching teams	26
Chaperoning at social functions	16
Bringing in conveyed students	2
Directing activities:	
Band . . . . .	6
Chorus . . . . .	3
Drama . . . . .	2
Dancing . . . . .	1
Photography . . . . .	1
Public Speaking . . . . .	1

~~x~~Three schools have no extracurricular activities.



type of assistance received is coaching school teams and chaperoning at social functions. Only two principals reported parents giving assistance by bringing conveyed students to their extracurricular activities.

McKown is not very enthusiastic about having people outside the school involved in school activities. Regarding chaperoning at social functions, he says:

No party should be held without competent chaperonage. A failure to observe this and a resultant undesirable episode may handicap the social program for a decade. Chaperons should be selected from among the teachers and occasionally from among interested parents.<sup>14</sup>

Part nine asked who sponsored the extracurricular activities. The replies are summarized in Table XXIII.

TABLE XXIII

SPONSORSHIP OF EXTRACURRICULAR ACTIVITIES IN  
EIGHTY-ONE~~x~~ ALBERTA CENTRALIZED SCHOOLS

Sponsoring Body	No. of Schools
School Staff . . . . .	42
Students' Union . . . . .	63
Community Organizations	
Service Club . . . . .	12
Church . . . . .	1
ATA Local . . . . .	1
Home and School . . . . .	1
Private Individual . . . . .	1

~~x~~Three schools have no extracurricular activities.

<sup>14</sup>McKown, op. cit., p. 333.



In forty-two schools, the teaching staff sponsors extracurricular activities, and in sixty-three schools the Students' Union is the sponsoring body. In most schools these two bodies work in conjunction with one another. In twelve instances a service club is the sponsoring body. There are sixteen instances of organizations outside the school sponsoring extracurricular activities.

The National Society for the Study of Education warns that it is unwise to have outside individuals acting as sponsors.<sup>15</sup> School principals would be well-advised to give this matter careful consideration when organizing extracurricular activities.

The last part of this section of the questionnaire asked to what extent certain listed factors would contribute to the improvement of the quality and scope of extracurricular activities in a given school. Table XXIV summarizes the opinions of the principals who replied.

It is the opinion of seventy-five principals that the factor which would contribute most to the improvement of extracurricular activities in their schools is teachers with training in specific fields closely related to extracurricular activities, such as Physical Education, Music, Drama, and Art.

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<sup>15</sup>National Society for the Study of Education, op. cit., p. 48.





Among these seventy-five principals, fifty-seven thought that such teachers would contribute to a considerable degree; eighteen thought that they would contribute to a moderate degree.

Table XXIV also shows that next to adequately trained teachers, most principals feel that large playgrounds in good condition, and adequate indoor space would contribute most to the improvement of extracurricular activities in their schools. Apparently the greatest need in this respect is for adequate indoor space, since fifty-six principals said this would help them to a considerable degree.

The importance of personnel in extracurricular activities is again underscored by the opinions of sixty principals, who feel that lighter teaching loads would contribute to improved extracurricular activities. Lighter teaching loads or similar concessions make teachers more willing to undertake extracurricular work in their schools.

Table XXIV shows that principals are divided in their opinions regarding more assistance from other people in the community. Twenty-seven principals felt that such assistance would help considerably; twenty-seven thought that such assistance would help only to a moderate degree; and twenty felt that such outside assistance would not help to any appreciable degree.



TABLE XXIV

FACTORS WHICH WOULD CONTRIBUTE TOWARDS THE  
IMPROVEMENT OF EXTRACURRICULAR ACTIVITIES  
IN ALBERTA CENTRALIZED SCHOOLS

Factors	To a considerable degree	To a moderate degree	To no appreciable degree
A playground of adequate proportions to accommodate the large enrolment of a centralized school . . . . .	45	16	7
A playground that is level and well-drained . . . . .	43	14	8
A roomy gymnasium or other adequate indoor space for group activities . . . . .	56	4	5
Teachers with training in such fields as Physical Education, Music, Drama, etc.	57	18	5
Remuneration for teachers doing extracurricular work..	25	26	17
Lighter teaching loads for teachers doing extra-curricular work . . . . .	27	33	14
More assistance from other people in the community . . .	27	27	22
Provision of transportation by school board . . . . .	24	25	22
Greater financial aid by school board . . . . .	24	32	14
Sponsorship of activities by community clubs . . . . .	18	26	20
Pupil-teacher evaluation of the program . . . . .	11	44	12
Public relations program . .	1		



A similar division of opinion exists regarding financial contributions of the School Board towards extracurricular activities. Twenty-four principals thought that greater financial aid by the School Board would help considerably, while thirty-two thought this would help only to a moderate degree; twenty felt such aid would not help to any appreciable degree.

Finally Table XXIV shows that only eighteen principals thought that sponsorship by community clubs would add considerably to the effectiveness of their extracurricular activities, and only eleven principals felt that pupil-teacher evaluation of their extracurricular programs would improve the program to a considerable degree.

The importance of a public relations program in connection with extracurricular activities was mentioned by one principal as an additional factor.





## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### I. CONCLUSIONS

The conclusions listed in this chapter are drawn from the findings of the questionnaires received from eighty-four principals of Alberta centralized schools. Certain limitations of the study make the conclusions indicative rather than conclusive.

1. Fifty-seven per cent of the high school population in eighty of the schools investigated, or at least 14 per cent of the total high school population in the province are conveyed students. Because they are conveyed, these boys and girls are at a disadvantage and have special problems in the areas of recreation and social development.
2. The practice of scheduling inter-school sports and other extracurricular activities at times other than during school hours is inconvenient and therefore discouraging for conveyed students. Such scheduling creates special difficulties of transportation and works a strain on a student's time and money. The result is that very few conveyed students actually participate in activities so scheduled.



3. It is encouraging, however, to note that 72.6 per cent of the schools investigated have some method of providing time within the school day for extracurricular activities so that conveyed students may participate.
4. In areas where part of the students are conveyed, the practice of coordinating inter-school activities for a whole school division seems to have particular merit. Organization on a wider scale like that makes it possible to involve more students (and especially those conveyed) more often. Furthermore, heavier expenses and the school time used for such activities are more easily justified.
5. Nevertheless, there seems to be a need in some centralized schools for a critical assessment and readjustment of certain practices in administering extracurricular activities to assure the most benefit for the greatest number.
6. Schools may recognize the possibility of involving conveyed students in extracurricular activities when these activities are correlated with regular school subjects and held during the school day. Yet such correlation is often handicapped by lack of suitable physical facilities. Thus, many playgrounds are too small, or in poor condition; some gymnasiums are not quite large enough; and, in many instances, schools



have no other indoor space for activities--no playroom, no stage, no activity room.

7. School boards, as a rule, do not contribute directly to the financing of extracurricular activities. However, it is recognized that they do contribute in ways not appreciated, such as providing playgrounds, gymnasiums, equipment, and teachers.
8. Most schools do not have hard and fast rules for controlling participation in extracurricular activities, yet all follow generally acceptable principles. Too often, though, in such policies, the conveyed student is considered of secondary importance.
9. Parents and other people outside the school provide only limited assistance with the school's extracurricular activities. Where conveyed students are concerned, their assistance is negligible.

## II. RECOMMENDATIONS

The conclusions mentioned above are based on the findings of this study, and reflect current practices in extracurricular activities in Alberta centralized schools. They point to certain recommendations. Keeping in mind the limitations of this study and the varying needs and unique problems of different schools, the writer respectfully suggests the following recommendations in the hope that they





may be useful as directives to better programs of extracurricular activities in centralized schools.

1. Planning is important. The values to be derived from an educational project increase with definite planning. Therefore, extracurricular activities should be carefully planned and organized at the beginning of the year. It is at this early time that due consideration should be given to the problems peculiar to the local school, to the needs of individual students, and to the special problems of conveyed students. For instance, it is desirable to work out an effective policy for controlling participation in extracurricular activities. In schools where some students are conveyed, such a policy should function to encourage the participation of conveyed students as well as to control over-participation. Further, some principals indicated that planning on the school division level has merits. Valuable direct help for conveyed students can be realized through co-operative planning of the year's inter-school activities among the schools in a division. Much can be done in resolving the difficulties of conveyed students through careful, business-like planning, foresight, and adequate supervision.



2. Extracurricular activities should be scheduled during school hours as far as possible. Besides gaining in stature and dignity, these activities thus become available to all students who wish to participate--those conveyed as well as those living in town. Furthermore, the teachers are then available for supervision, and they are more likely to give themselves willingly and wholeheartedly to the job.
3. Methods of providing school time for extracurricular activities should be devised. Some principals have found the following to be useful and practical:
  - (a) correlating extracurricular activities with related subjects.
  - (b) shortening class periods on certain days to provide time for an activity period.
  - (c) lengthening the noon-hour intermission and dismissing later in the afternoon.
  - (d) providing a regular activity period on the time table.
4. Continual evaluation of practices in extracurricular activities is essential. The following seem to be the questions in greatest need of assessment and possible re-adjustment:
  - (a) scheduling of activities for hours convenient for conveyed students as well as for town residents.



- (b) maintaining a suitable balance between intramural sports and inter-school sports.
- (c) maintaining a balance between athletic and non-athletic activities.
- (d) providing for a variety of activities such that there is a balance between activities suitable for boys, and those suitable for girls.

5. Adequate playgrounds, indoor facilities, and funds for school activities are indispensable. Lack of proper facilities and equipment encourages slipshod and haphazard procedures with all their accompanying evils. Lack of adequate funds further aggravates the situation. School boards must be informed of the importance of extracurricular activities, of the special needs of conveyed students, of the requirements in terms of buildings, playgrounds, and equipment. School boards can give direct grants. Grants of money to some responsible body, like a teachers' sports committee, are an acceptable and appropriate means of financing extracurricular activities. Money grants to defray transportation costs would tend to encourage wider participation by conveyed students.
6. Parents can help conveyed students. Through an effective public relations program the schools can inform





the parents of the goals and aims of extracurricular activities, of the special problems of conveyed students--of what is being done and why it is being done. Being properly informed, the parents should be willing to bring conveyed students to extracurricular activities when these are scheduled for out-of-school hours. This would be a direct aid for conveyed students, and an acceptable form of contribution to the school's efforts.



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## APPENDIX A

Sample of Questionnaire Sent to Principals





## APPENDIX A

CURRENT PRACTICES IN EXTRACURRICULAR ACTIVITIES  
IN ALBERTA CENTRALIZED SCHOOLSGENERAL INFORMATION

Name of School ..... Name of Principal .....

Principal's Address .....

Total number of classrooms in the whole school....Grades.....

Number of teachers in Grades X, XI, and XII .....

The enrolment in (1) the whole school .....

(2) the senior high school (Grades X to  
XII) .....

Number of students conveyed in (1) the whole school .....

(2) the senior high school....

OUTDOOR SPORT ACTIVITIES

1. In which of the following sports do your senior pupils (Grades 10-12) participate? Check for boys, for girls, or for both. Also please indicate how the particular sport activity is organized by checking in the appropriate column.



---

Sport Activity	Boys Girls	Organized as			Unorganized
		House Leagues	Competition	Coached Free Play	
Softball					
Hardball					
Basket					
ball					
Volley					
ball					
Touch					
rugby					
Soccer					
Hockey					
Curling					
Broom					
ball					
Badmin-					
ton					
Ping					
Pong					
Others					

---

2. Are sports activities scheduled during Physical Education periods?
- (a) ... for practices (b) ... for house league games
- (c) ... for inter-school games
- Comment .....
3. When are your inter-school competitions played?
- (a) ... during the noon-hour (d) ... during week ends
- (b) ... during school time (e) Please specify others ..
- (c) ... after school hours .....
- Comment .....
4. Do conveyed pupils participate in sports when these are



carried on during out-of-school hours? .....  
 If so, then what arrangements have you for the conveyance of these students to and from the place of activity?

- (a) ... The individual pupil is responsible for his own conveyance
- (b) ... The particular activity club is responsible
- (c) ... The Students' Union is responsible
- (d) ... The school board supplies conveyance: ... entirely  
 ... in part
- (e) ... A service club or other community organization  
 (please name) ..... is responsible:  
 ... entirely  
 ... in part
- (f) Please describe other arrangements .....  
 .....

### OTHER EXTRACURRICULAR ACTIVITIES

1. In which of the following activities do your senior pupils participate? Please indicate with check marks.
  - (a) ... Glee Club (f) ... Photography (k) ... Religious club
  - (b) ... Band (g) ... Handicraft (l) ... Science club
  - (c) ... Orchestra (h) ... School paper Please specify others.
  - (d) ... Dramatics (i) ... Year book (m) .....
  - (e) ... Art (j) ... Jr. Red Cross (n) .....
2. When are the above activities carried on? In the spaces provided, please refer to the activities by letters.
  - (a) During the noon-hour .....
  - (b) During school hours .....
  - (c) After school hours .....





(d) Week ends .....

(e) Please specify other arrangements .....

.....

3. What methods have you found to be practical in providing time for the participation of conveyed students in extracurricular activities:

(a) ... Lengthening the noon-hour and dismissing later

(b) ... Shortening class periods on certain days to provide an extra period for activities

(c) ... Providing regular activity or club periods on the time table.

(d) ... Correlating extracurricular activities with related subjects in order to utilize school time to best advantage, e.g. sports with Physical Education; Glee Club with Music, etc.

Comment .....

(e) Please describe any other useful methods .....

.....

4. What is your opinion regarding participation in extracurricular activities generally:

(a) ... It lowers scholarship

(b) ... It encourages better scholarship

(c) ... It is neither beneficial nor detrimental to scholarship

Comment .....

5. Do you follow a policy of limiting or controlling participation? ... If yes, please rank the following reasons in order of importance:

(a) ... To assure participation by conveyed students

(b) ... To prevent excessive participation by individuals



(c) ... To encourage wide participation among all students

Please specify any other reasons .....

.....

6. Please describe your method of controlling participation:

(a) ... Individual and group counselling

(b) ... Limiting pupil participation to .....  
activities (one, two, etc.)

(c) ... Restricting participation on the basis of class  
achievement

Please state others .....

#### FACILITIES AND PERSONNEL

1. What is the area of your playground in acres? .... Is the  
playground broken by buildings? .... Is the surface of  
the playground:

(a) ... grass (c) ... rough (e) ... well-drained

(b) ... dirt (d) ... level (f) ... poorly-drained

2. Have you a school gymnasium? .... What is the area of the  
floor space? ..... square feet. Is the floor

(a) ... hardwood (b) ... concrete (c) ... other. Please  
describe .....

3. What other indoor space have you available?

(a) ... community hall (c) ... stage

(b) ... auditorium (d) ... activity rooms

Please state others .....

4. Which of the following are available and how many have  
you of each:



- |                           |                           |
|---------------------------|---------------------------|
| (a) ... skating rink      | (e) ... soccer fields     |
| (b) ... curling rink      | (f) ... rugby fields      |
| (c) ... basketball courts | (g) ... hardball diamonds |
| (d) ... badminton courts  | (h) ... softball diamonds |

Others .....

5. Which of the following equipment do you have in your school:

- |                             |                                  |
|-----------------------------|----------------------------------|
| (a) ... filmstrip projector | (e) ... record player            |
| (b) ... movie projector     | (f) ... radio                    |
| (c) ... filmstrip library   | (g) ... tape recorder            |
| (d) ... P.A. system         | (h) ... inter-room communication |

Others .....

6. (a) How many of your senior high school staff direct some extracurricular activity? .....

(b) How many teachers from lower grades direct activities in the senior high school? .....

(c) How many do have special training? ..... Please indicate the nature of this training e.g. Junior or Senior certificate in Music, Drama, Art, Industrial Arts, Physical Education, Leadership and Recreation courses:

.....

7. How many of these teachers are rewarded for their extracurricular work by:

- |                                |                            |
|--------------------------------|----------------------------|
| (a) ... special remuneration   | (c) ... other compensation |
| (b) ... lighter teaching loads | Please specify .....       |

8. Do you get any assistance from parents or other people in the community with your extracurricular activities? ..... What is the nature of this assistance:





- (a) ... coaching school teams
- (b) ... chaperoning at social functions
- (c) ... directing club activities such as ... bands;  
... choruses; ... drama.
- (d) Please list others .....

9. By whom are the extracurricular activities sponsored:

- (a) ... staff members
- (c) ... service club or other  
community organization
- (b) ... Students' Union Please list others .....  
.....



10. In your opinion, to what extent would the following factors contribute towards the improvement of the quality and scope of your extracurricular program? Please check in appropriate columns:

Factors	To a considerable degree	To a moderate degree	To no appreciable degree
(a) A playground of adequate proportions to accommodate the large enrolment of a centralized school			
(b) A playground that is level and well-drained			
(c) A roomy gymnasium or other adequate indoor space for group activities			
(d) Teachers with training in such fields as Physical Education, Music, Drama, etc.			
(e) Remuneration for teachers doing extracurricular work			
(f) Lighter teaching loads for teachers doing extracurricular work			
(g) More assistance from other people in the community			
(h) Provision of transportation by school board			
(i) Greater financial aid by school board			
(j) Sponsorship of activities by community clubs			
(k) Pupil-teacher evaluation of the program			
Please state others.			



## APPENDIX B

1. Sample of Letter Requesting Criticism of Questionnaire
2. Sample of Letter Accompanying Questionnaire
3. Sample of Follow-up Letter





## APPENDIX B.1.

Radway, Alberta

March 30, 1957

Enclosed is a proposed questionnaire which I plan to use as the data-gathering instrument for my Master's thesis. It is necessary to test it before the final draft is made.

Therefore, I am taking the liberty of asking you and a number of other principals to fill out this questionnaire as it applies to your school. Any criticism, comments, or suggestions you can give will be most helpful. Please indicate any ambiguity or vagueness in the questions. If you feel that other questions or information should be included in a survey of this sort, please feel free to suggest it.

Since I must present this questionnaire before my thesis committee during the Easter Week, I would appreciate it if I could have your response before that time. Thank you kindly for your most valued assistance.

Respectfully yours,

S. Boyko.



## APPENDIX B.2.

Vilna, Alberta  
May 7, 1957

Dear Principal:

Your kind co-operation is respectfully solicited in completing the enclosed questionnaire which will serve as a basis for two separate M.Ed. theses. It was prepared under the guidance and approval of our thesis committee headed by Mr. H.T. Sparby, Professor, Faculty of Education, University of Alberta.

The centralization of schools in recent years has created some urgent problems in noon-hour supervision and extracurricular activities. We feel that you, as a principal of a centralized school, are in a position to offer valuable information on these problems. It is hoped that this information will lead to suggestions and recommendations which will be of value to teachers, principals, and administrators.

The questionnaire is essentially of a check-list type which will enable you to complete it with a minimum of time and effort. Please follow the directions as given in the body of the questionnaire. We will treat your answers with confidence.

If at all possible, kindly complete and return the questionnaire in the enclosed stamped self-addressed envelope by May 25, 1957.

After compiling the data received from the questionnaires, we will be glad to send you a summary. Please indicate whether this is your wish.

Yours sincerely,

M.W. Rudiak  
Principal, Vilna School

S. Boyko  
Principal, Radway School



## APPENDIX B.3.

Vilna, Alberta  
June 4, 1957

This letter is an appeal of principals to a principal.

Could you spare fifteen minutes this weekend to complete and return the questionnaire we sent you on May 7th, entitled, "Current Practices in Noon-Hour Supervision and Extracurricular Activities in Alberta Centralized Schools?"

We know you are a busy man: we are principals. However, the questionnaire is essentially of a check-list type and can be completed quickly.

Our theses can be completed adequately only if we obtain a high percentage of returns. Your co-operation will be regarded as a personal favor. Please don't disappoint us.

The data from the questionnaires will be compiled. We will be glad to send you a summary if that is your wish.

Yours sincerely,

M.W. Rudiak  
Principal, Vilna School

S. Boyko  
Principal, Radway School















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